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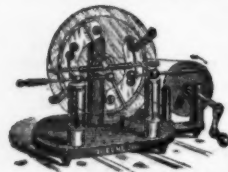
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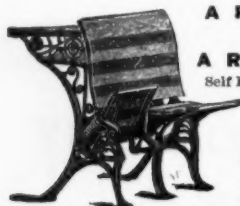
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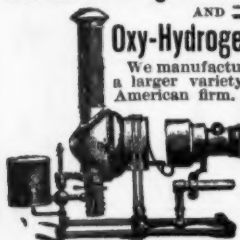
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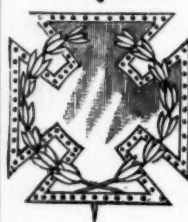
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THE demand for primary work has become so pressing that it has been determined to devote considerable of the space usually occupied by School-Room methods to devices adapted to the youngest. A commencement is made in this issue. The importance of the lowest departments is more and more recognized. An eminent divine once said, "Give me the children until they are seven and you may have them the rest of their lives." First impressions are the strongest, and first teaching the most telling. The publishers ask principals of schools to call the attention of the primary teachers to these "monthly primary editions" of THE JOURNAL. Beginning with September the edition will contain four extra pages, and no pains will be spared to present material that will be of the highest value to primary teachers.

THE recent exhibition of the pupils of the New York Institution for the Blind, with the remarkable showing of results reached in the ordinary school branches, gives occasion for thought concerning methods of teaching generally. With the help of imagination alone in forming mental pictures of the earth's surface they took ocean voyages to different geographical points, in prompt response to random questions, that would have been considered an achievement for children in our public schools. Their ability to perform rapid arithmetical calculations would put children of average school training of equal age to an unfavorable comparison. Here is one example: "A lady in the audience said 5,692, and this number was repeated to the class. Then Prof. Babcock called for another number and somebody said, 789. 'Now,' said the blind professor, 'the class will multiply the first number by the second, and straightway the boys and girls set their wonderfully acute minds to work. In less time than the average common-school youngster could have worked the problem on the blackboard, these unfortunate children announced their answer—'4,490,988' in a chorus; and again, 'What is the interest on \$963, asked Prof. Babcock, 'for eight years and five months at 6 per cent?' In exactly one minute and fifty seconds the class announced the answer \$486.31, while the boy who was figuring on his cuff close by was only half through with it." Surely these are not unpractical problems for the men and women of the future, and their quick solution should not be considered merely as the pyrotechnic display planned for an entertainment. A visit to any well-managed institution for the blind would be a convincing proof that much of the slow slate and pencil work in our schools is a hindrance rather than a help to brain activity.

The greater ease with which the blind concentrate thought with the distractions of the eye shut out, is a large factor in their success in memory results and arithmetical quickness, while their trained tactual perception is the key to their superior knowledge of form. But these advantages may be all utilized in the teaching of seeing children, while there is much in the actual results obtained to create a doubt whether the quality of teaching in our public schools will equal that employed in the education of the blind.

DAILY life with children affords only too many opportunities of preaching on right conduct. It is better to point to an example even in saying, "See how kind the little girl is to her kitten." "There is a generous little boy; he always wants to give away part of what he has." Here is a connection made between word and act; "kind" and "generous" become signs of definite ideas to the child. Froebel says, "Not example alone; for example is single, individual, receiving its generality and applicability by the word. Not word alone; for word is general, spiritual, often ambiguous, receiving perceptibility, significance, and existence through example."

With what delight an unspoiled child listens to a story of moral heroism! Perhaps he repeats the phrase that conveys the lesson: "Yes, he was a brave boy to tell the truth." It is not the imitative instinct that leads a child to do so; there is a pleasure felt in recognizing what is good in conduct. The delight in exercising this new perception is undoubtedly akin to that which the baby has as the wooden ball drops on the floor—he is overjoyed at the new sensation.

With the older child this pleasure passes into that given by the familiar process of comparison, by which he gets his knowledge of concrete things. It was kind to feed the homeless dog, to find grand-

mother's glasses, to play with the strange child at recess; it was brave to tell the truth, to stay in the post of danger, to cross the broken bridge and stop the train. Thus comes the perception of the like quality in the unlike acts. It is well if the grown people about the child have eyes to see what is noble in conduct, if they can point to the example and speak the word; well, also, if their own lives do not neutralize much that they say.

IT is now apparent that the great problem before the teachers is to raise teaching to the rank of a profession. Each state should offer the opportunity to every one to become a professional teacher—that is, to gain a diploma good for life. From numerous sources come the complaints of teachers who are restive under the thirtieth or fortieth examination into their knowledge of square root, or the course of the tides. Legislation is needed in many of the states, that can only be accomplished by the conversion of the legislators at home. This can be reached only by the lively agitation of the question. The public opinion of a community must be aroused to see the inconsistency of the requirement to exact an examination of teachers year after year, who are as efficient and satisfactory in the educational world as are the doctors, lawyers, and ministers in their special work. But such an awakening of a community can only come from teachers who are themselves fully alive to the great assistance it will prove in putting teachers and teaching on a higher plane. Those teachers who are satisfied with a position that is secured by the yearly renewal of a third, second, or first grade certificate, will make poor workers for a change in the system of examinations for life diplomas. It is often necessary to look at great questions at arm's length, to see their right relation to other issues. To think only of personal security by means of the renewal of a certificate, is to hold the examination question too close to the eyes and to shut out broader considerations pertaining to it. The standard of teachers and work of teaching will never be raised, if selfish considerations influence the large class of teachers who are not in personal danger to remain passive in the matter. There is a moral obligation resting upon every teacher—and the greater the obligation, the higher the position already reached—to keep this question constantly before the educational public. Silence and indifference are the worst enemies any cause has to encounter.

IT is doubtful whether people would, on the whole, be improved by the consciousness of others' opinions of their daily acts, but an occasional revelation of this kind could not fail to be beneficial to teachers who do not count the estimate of their pupils as very heavy arguments in their success or failure. "My earliest recollections are of her scolding us for tardiness," said a good woman when a former teacher was mentioned. All the good things of that teacher's daily work were dominated, in the memory of that child, by that emphatic reproof each morning for tardiness which had degenerated into a scolding tone. In memory's recall of former teachers, each name brings to mind some striking characteristic, something that stands foremost in the recollection of each; doubtless the most improbable that teacher would have supposed would be remembered longest. It is neither impossible nor difficult to ascertain one's standing with one's pupils, and it is fully worth while to labor as diligently to win the public opinion of the school room as to correct what, in their estimation, is a personal fault, as to do this in the outside world, whose flat is dreaded far more and with less reason.

THE TEACHER AND THE CHILD.

President Gregory used to tell this story to illustrate the misconception of the child by the teacher. It was in a country school. The little child, perhaps four years of age, had been told he was to go to school when it opened in the fall. His mother had put a clean apron upon him, and charged him to sit still and not speak a word. The older brother had portrayed to him the "lickings" he would get, but undeterred, for there is something magical to the child in the word "school," he set his face with the others towards the school-house, a new Webster's spelling book in his hand, nicely covered, to make it wear as long as possible. Numerous were the charges to take care of the book and keep his clothes and hands clean. He enters the magical room, and is put on one of the low benches assigned to the little ones; he watches every procedure; he looks with awe upon the schoolmaster who walks about conscious of his importance—"master of all he surveys." The school is opened by exercises more or less suitable; the reading class stand up and "toe the mark," and, some loud and some low, utter the words in the "verse" assigned to them as the master calls out "Next." At last the monarch sits down; he takes out a white handled penknife and crosses his legs; the child knows his time has come. Has he not had it caricatured to him a hundred times? He takes his new spelling book in his hand and marches forth to his doom. The pages are open to the mysterious characters that Cadmus brought from the Phœnicians (it is said), for has he not been told so many times that his lesson will be there that it is firmly fixed in his memory? The book is placed on the master's knee, bottom up! for this erudite person can read the alphabet bottom up. He points to the first letter, "What is that?" The child says nothing. The master points to the second letter, "What is that?" There is no response. "Take your book and go to your seat and study your lesson," says the master. Now this kind of schoolmaster is not so uncommon as we think. Just this specific variety of schoolmaster may not abound as formerly; but the teachers of 1891 are spending a good deal of time, as did the teacher of 1851, which President Gregory so eloquently protested against. The schoolmaster is a man who knows a good deal about books, according to the common conception, he believes that children go to school to learn lessons; so they must be put to work on books. The fault is with confounding education with the learning acquired from books.

Pestalozzi when he set himself to work to educate his son, soon saw that the true type of the teacher was in the mother. God did not put the child in the world alone; he gave him that wonderful being a mother; who, being normally trained by God himself, begins at once to educate this new denizen of the earth. How early she strives to awaken intelligence by smiling at the little helpless thing! How pleased she is if he smiles back upon her. Under the mother's tuition what splendid progress he has made! D. P. Page says, "How much the child has acquired during the three first years! He learns a different language with more precision than a well educated adult foreigner could learn it in the same time. Yet language is not his only or his chief study. During these same three years, he makes surprising advances in general knowledge. He seeks an intimate acquaintance with all the physical objects by which he is surrounded. The size, form, color, weight, and use of each are investigated by the test of his own senses, or ascertained by innumerable inquiries. His ideas of height and distance, of light and heat, of motion and velocity, of cause and effect, all are well defined. He has made no mean attainments in morals. He comprehends the law of right and wrong, so that his decisions may well put to the blush his superiors in age, and, unless grossly neglected, he has learned the duty of obedience to parents and reverence toward God." He enters the school-room; there is here quite another plan for him. Nature is put aside; the book is brought forward. A course of study is devised for one to whom "study" (as the teacher

employs the word) is impossible. But the teacher is studying the child at last. In some towns the primary teacher is paid as much as the grammar teacher. Let us be willing to admit that teaching is a difficult art; that the teaching of the child requires the closest study and thought, and not merely the patience once thought to be the sole requisite.

ONE of the advantages of the position of a country teacher lies in her opportunity to be a central light in her little town. In an esthetic sense the little school-house by the road-side may be an illumination. The teacher here, ever so young or timid, has a halo of admiration surrounding her, in the eyes of the young people of the neighborhood at least, which is not discoverable in the atmosphere of the city teacher. This brings an obligation with it, and the influence of this teacher may extend over the whole locality. A single picture of good quality in her school room will slowly educate the tastes of children and visitors till cheap, poor prints that have been an admiration are finally seen in their true light. The eye once trained to see true beauty in art or nature will never again return to a low standard. A striking illustration of the power of a silent influence on a community is found in that of a young Southern girl of wealthy parents, "before the war," who found herself in a little shanty on a broken down plantation with a few children, as their teacher. With no training or experience her case seemed hopeless. But she did the best thing she could have done, which was to induce the children to improve the school-house and the yard. Whitewash soon covered the bare planks, rose bushes and vines were brought for decoration, a few books and pictures saved from her old home were placed about the school-room, and the simplest drapery found its way to the two or three little windows. With the best helps she had, she began her work, keeping up the idea of beauty and adornment everywhere. The children's clothes began to improve, and with it their manners; and a growing love of school began to appear. Parents came to see what the children talked about, and finding a bower of roses and tasteful things everywhere, went home to begin an improvement.

Some Northern capitalists found the spot after a year or two, and judging that the indications of pride and thrift seen in many directions would be a good foundation to build upon, began operations for new industries; and to-day a large and flourishing business center is in the place of the little hovel where the young girl built up character, by planting a love of the beautiful when she planted her roses.

Is there a country teacher, no matter how far away from other teachers or teaching helps she may be, who cannot do as much as her Southern sister? Beginning with the first thing nearest that can be improved by cleanliness or taste within limited means, the way to larger opportunities opens step by step and a desert place can be transformed to a garden of beauty, where children involuntarily come a little cleaner, a little better, and with a different look upon their faces. Tasteful surroundings go a long way to bring about the refinement of dress and person that is sure to be the beginning of a higher ideal of character and life. Children in isolated districts see little that is best in art, and having no trained eyes to see the phenomena of nature all about them are sadly in need of this kind of teaching.

THE effort for an eight-hour working day is being continued by a great variety of trades. It now looks as if the place of the teacher, which has been so greatly coveted because there was only six hours of work in it, soon will not be the only desirable one, as far as short hours are concerned. It is foolish to talk of the teacher not being a working man or woman; the hardest work of this city is done in many of the down town school-rooms; and everywhere the teacher does a hard day's work if he teaches well. But the envy with which the operatives have beheld the teacher emerging from her school-room at half past four, must give way.

SOME of the Western school journals accuse their Eastern editorial brethren of ruling all journals west of the Mississippi out of the race for excellence. This allegation is not true of THE SCHOOL JOURNAL. It has always recognized excellence wherever it was found. The pure air of our Western prairies ought to blow a good many Eastern cobwebs out of the brains of those who go there from this "highly favored" part of the country.

THE whole duty of associations, summer schools, and gatherings of every kind where teachers meet to discuss and advance educational interests will not be done till they place themselves on record in the matter of life diplomas for teachers. Resolutions urging the speedy settlement of this question by favorable state legislation would give a needed impetus to the progress of this important movement.

It is a new thing for a school board to discuss the advisability of having educational literature in their official quarters as a means of light-giving on public school work. But a proposition to appropriate the sum of \$25 for that purpose was made in the school board of one of the large cities of the Northwest recently. After an exchange of opinions, in which some members of the board affirmed that they knew all that was worth knowing on the subject, and others that members of a school board didn't have to know much to direct a public school system, the vote was taken and resulted in the negative. No more light needed.

THE importance of better sanitary provisions in schools and tenement houses is great, and must soon receive the attention its importance demands. The clean part of the community cannot afford to suffer for the sins of the uncleanly. Much has been done during the last century towards stamping out contagious diseases; so much, that at least three deadly diseases have practically disappeared from the civilized world. The rest are doomed. The importance of this matter appears so great that an association has been formed in London under the auspices of members of parliament, members of the London county council, and members of the London school board, to secure better bathing and swimming accommodation in the metropolis, to promote swimming classes for the instruction of scholars attending all schools in London and its suburbs, and to encourage swimming among those who have just left school, and others. This is excellent as far as it goes.

ATHLETICS is in the scholastic air, and why shouldn't it be? Can any class of young men jump better, lift more weights, and play out-door games more energetically than college students? If there are any they have not been heard from. It is on this account that the news that the new athletic grounds for Amherst college, presented by Mr. Charles Pratt the younger, were formally opened last week is especially pleasing. President Gates received the gift in an excellent speech. The Pratt athletic field has been laid out with admirable taste. No college is better equipped in this respect than Amherst, so there is room for other colleges to go and do likewise.

THE annual meeting of the New York State Teachers' Association has been for many years an occasion of great interest to a large number of teachers of the Empire state, and this year's meeting promises to be equal to its predecessors. Its president, Dr. Jas. M. Milne, has prepared a good program, and indications show that the attendance will be good. The term of its sessions, July 7 to 9, just before the meeting of the National Association at Toronto, will accommodate many who will take this in on their way to Toronto. More and more, each year, do the discussions of our state associations carry weight with them in legislative bodies, when questions of vital educational interest are under consideration.

THE London Schoolmaster says that a kind of declaration of faith is now in course of signature in England in favor of a system of education in which the competitive element may be eliminated. Study for its own sake is to be the object aimed at, the pupil and teacher being left free to determine the direction and character of the work undertaken, the desire being to cultivate an interest of the student in his work entirely apart from and independent of any examination. Examiners would still exist, but only to receive reports on students from tutors and professors, and to consider papers submitted. Only in doubtful cases would an actual examination of the candidate for a degree take place. The promoter of this reform, the Hon. Auberon Herbert, hopes to be able to persuade the University of Oxford to establish such a system, and he will do a great work if he succeeds.

WHAT IS TO BE TAKEN OUT?

By MRS. EVA D. KELLOGG.

Some future Edward Bellamy in looking backward must describe the condition of the primary schools in the Nineteenth century as a universal educational conservatory where all the sciences and ologies were started under tropical conditions to grow afterwards as they might under the hap-hazard conditions of the natural atmosphere of a school-room, subject to frosts and windings of after-circumstances, dependent upon changes of teachers, over-crowding of programs, etc. But the starting—the sprouting of the abstruse subjects—was inevitable with the wee small folks of five or six years. The elements of Geometry, Mathematics, Zoology, Geology, Geography, Biology, as well as Literature and Art, were introduced and supposed to assimilate in the child's mental growth, and, if not, the teacher or the method was in fault. We can easily imagine the future caricaturist illustrating this Nineteenth century hobby by a "cut" of some poor little child with pale face, large head, distended eyes, and mournful expression, with the explanatory line beneath it, "This child survived it."

We, who are living in the midst of these things, cannot see them by the light of a future reform, or from any outside view, and so struggle on daily with difficulties of which we do not know the cause or the cure. How to ascertain the "contents of children's minds" is one of the unsolved problems of the educational world. If that were clear, we should know at once where to begin to aid in their further development. Only by the closest observation and introspection can we ascertain the conditions that will help us to lay out the work for the smallest children. First of all, the health of the child is to be considered. Anything, no matter what, that interferes with robust physical development is a detriment, and should stand or fall by that test. The hot-house mental atmosphere of our primary rooms, where fifty or sixty little restless mortals are puzzling over subjects which they are not at an age to comprehend, is one of the most pitiful sights of our modern civilization. We forget that the little child has everything else to learn besides the elements of all the sciences. It is learning to read, spell, write, sing, draw, and number, to use the fingers, to keep within limits everywhere—and this is something wholly new to the home-taught child—and, in fact, is taking the first steps, and taking them very fast, in the path of civilization which the world has been 6,000 years in treading. We do not put ourselves in the child's place and feel its inevitable confusion in all this, or we should go more slowly.

In entering one of these primary rooms where the hobby is all-round, symmetrical teaching, one feels like opening the doors and sweeping them all out in the sunlight and fresh air, to get rid of the painful restlessness for the first thing, and then to bring them back to a moderate supply of mental activity.

The question recently asked by the emperor of Germany in the proposed reduction of their national curriculum, "What is to be taken out?" should come home to us in behalf of our American children, with their hereditary nervousness, with increased force. But the first great work to be done in this country is to convince the makers of courses of study that anything needs to be taken out. He who is ingenious enough to think of one thing more to add seems to pose for the greatest educational genius. No conscientious, thoughtful primary teacher, can work for ten months trying to make five-year old children see the clearness of one-third of two, one-fourth of three, or to make pudgy little fingers that can scarcely hold the pencil at all, learn to write, without a hearty approval of the conclusion that something ought to be eliminated. And why not suggest that numbers shall be the first thing to be subtracted; and next, reading and writing? If our children, entering at five and six years old, could wait till the last months of the first school year, before attempting any of these three things, a gain would be apparent in their mental vigor when they did undertake them, and an equal advance would be reached at the end of the second year.

Does some teacher ask, "What is left to teach?" The whole world is open to the child in this perceptive stage, and to learn how to see, to talk, and to get control of the body is the legitimate work of children with blind eyes, untaught tongues, and clumsy limbs.

These strictures do not apply to well-trained kindergarten pupils who enter school at six or seven, sound in health and mentally prepared for their work, but to the great mass of children in our primary rooms who come from homes where all this has been left undone.

SCHOOL MANAGEMENT.

"Miss A. has the true teacher spirit, and knows her work through and through," said a discriminating principal, "but she lacks the secret of school management. I always leave her room with the feeling that much of her valuable working power and influence is lost, through this inability to manage."

Miss A. is not alone the sufferer in this matter of failing to plan for and to handle little children successfully. The key to successful school management does not lie inside book covers, or in good-advice lectures on the subject. It is inherent in the teacher to a great degree, but like everything else, is more or less a matter of acquisition. No indifferent teacher is in a mental attitude to acquire the secret. At the very foundation of the power to learn the ways and means for focusing the attention and good will of the school, must exist a burning, dominating desire for success in holding and manipulating half a hundred little minds and bodies. Then, and not till then, do secrets reveal themselves, and every straw becomes an indication of the current of the desired truth. Right here may arise the error of overdoing by the wrought-up, over-anxious teacher, and her very intensity of earnestness may react against her and show itself in the ringing of the bell, stamping of the feet, and loud command to secure the attention that can alone be won, and not enforced. A knowledge of mental science, of the working of the human mind, and the important part which the sensibilities play in this matter of securing personal control, are of great benefit here. A touch of sympathetic liking for the little children, honestly felt and honestly shown, is worth tons of preaching duty to them in the matter of school behavior. This kindness of heart toward them as little men and women, finding expression in a radiation of magnetic interest in eye and tone, joined to that brooding motherliness indispensable to a primary teacher, will be felt by them as it cannot be by older and world-worn people. No sham here will be tolerated for a moment. Children are born detectives in these things, and to be what one seems is the teacher's only salvation.

As an outside help to school management, music stands pre-eminently at the head. The magic of its influence on a body of tired, marching soldiers has passed into a proverb. Its effect will be no less marked in the school-room when ambition ebbs and effort lags; its low melody will soothe restlessness and school ennui far better than any talking can do, for the very office of music is to reach where words cannot. If there is no musical instrument in the school-room, the singing of the little children, though far enough from any musical standard, is far better than none, if the selection of song be suited to the needs of the hour. Happy is the teacher who can sing to her children. It is an indispensable equipment of the primary teacher.

HOW TO HELP CITY CHILDREN STUDY NATURE.

(In this season of the year, when plant-life is bursting into leaf and blossom, it is one of the saddest things in child-life that so many boys and girls are shut up in the city where nature is only on exhibition in small patches. If the teacher feels the calamity it is to a boy to know nothing of country life, she can do something to help this by such exercises as the following:)

Children, when I was coming to school this morning I saw two boys looking through an iron fence railing to see a bed of beautiful pansies. How I wanted to pick a bunch and give them! What makes everybody like pansies?

"Because the blossoms look like little faces."

Yes. What kind of faces did you ever find in pansy blossoms?

"O, I found an old lady with a ruffled cap and—"

"I saw the crossiest old man in one once, and he stood right close to a lot of little pansies that looked just like little girls with Normandy caps, and I wondered if they weren't afraid of him, for one of them turned her head."

Yes, and I have seen just such faces in them as I would like to have for my little scholars. Can you guess what kind they would be? (While we were looking at the pansies, a little bird came close by, and began to sing. The little lonesome-looking boys did not notice it at all, and I wondered if they heard it in all the rattling noise of the street.) How many of the class know by the song of any bird, what it is?

"I know a robin when I hear it."

"And I know when I hear a bluebird."

I know a little country boy who can tell by the note of every bird just what it is. He talks about them just

as if they could talk, and he watches for them to come back in the spring as if they were a part of the family, gone away. He has a little cabinet with the birds' eggs and wings that he has found, and his books are all about birds. Are there any children here who never saw a bird's egg? (Several hands are raised.) You poor little children, I am sorry for you. I wish I could put every one of you into the country this minute and let you grow up with the little apples that will begin to come by and by. How many know apple and peach blossoms when they see them? (Only a few hands come up.) Now if you are little city children, you can learn a great deal about these things if you will watch carefully. Listen for the first wild bird you hear sing, and find out some way what bird it is, so that you will always know. I am going to ask some questions, and you may raise your hands for answers. How many have been fishing? How many ever rode on a load of hay? Who have seen buttercups and daisies growing? How many have hunted birds' nests? How do chestnuts grow? Would you know a woodchuck if you saw him? I am sorry to see so few hands up. I would bring all these things into the school here if I could, and let you see them, but I will talk about them every day, and bring to you what I can, if you will tell it back to me again. But remember, you are to do your part, by listening for the bird-songs, and telling me about them. The boys ought to learn how to whistle like the birds. See if some one can't whistle like some bird for me to-morrow morning.

LETTERS TO A YOUNG TEACHER.—II.

My dear young teacher:

I know you have grown sunshiny again after the closing hail storm of negatives in my last, and I come for another talk.

You are now fairly started; new children and new duties all about you, and no critical eye upon you, and no one to refer to. If you have a principal save him for the last resort—nothing less than tragedy should bring him to your room for help in "discipline." That idea of "order" and "discipline," which has been a bugbear in your days of preparation, is really standing now between you and the hearts of your children. You are afraid to be yourself, for fear they will take advantage of a little naturalness in the school-room and run away with you. Yes, your rueful smile confesses it. Better be frank with me, for I know every step of your pathway, and I wish I might save you the trials of the long years that I was finding out this; that while order is as necessary as truth in the school-room, yet it must be that voluntary obedience that comes from concentrated attention on the work and a loyalty to you, or it will be the crust over a volcanic region.

"How can I get these?" you ask. It should be a song without words that should answer you, for it is the tone of the spirit that you must catch, and words do not reach it. Perhaps the best that can be chosen are, *Get into sympathy with your children; put yourself in their place.* I hope your fingers tingle to play marbles with your boys, and that that surreptitious look of adoration which the little girl over there gave to her tiny doll that she brought to school in her pocket yesterday went straight to your heart. Now do you see what I mean? You need not do either of those things, but if you want to do them the children will know it as soon as you do, and that subtle sympathy that makes the world worth living in, will begin its wondrous work between you. Heaven help you, my dear young girl, if you have had your woman's impulse and naturalness drilled out of you, in making a teacher of you. As well take the fragrance from the rose.

Busy fingers in school are not the mischievous ones. You learn order and discipline when you learn that, and the secret of making the children believe that they are crowded with pleasant work even if the fate of the universe does not hang on their results. Your woman's intuitional sense of the fitness of things will give you dignity enough with the boys in the corner who brought their bad name and their books to your room at the same time. (I hope you didn't let anybody talk to you against them.) Those boys have their weak, vulnerable points where you can plant your masked battery and "carry" them. Search for it day after day. Why should not society tactics obtain in the school-room?

"Men are only boys grown tall,
Hearts don't change much after all."

Cordially Yours,

KATE TRACY.

THE SCHOOL ROOM.

MAY 30.—PRIMARY.

JUNE 6.—LANUAGE AND THINGS.

JUNE 13.—EARTH AND NUMBERS.

JUNE 20.—SELF AND PEOPLE.

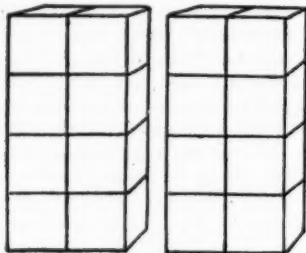
TEACHING FRACTIONS.

(Report of a lesson given by Mrs. L. B. Bryant, principal of the East River Industrial School, to classes of 1st primary and 8th grammar grades. The blocks used were the cubes of the kindergarten, 5th gift.)

Arrange a square, using 16 blocks. Let us pretend that this is a fruit or vegetable of some kind. What shall we call it, Lena?

"A watermelon."

Very well. Cut the watermelon into 2 parts. Henry, what is each part called?



"Each part is called one-half."

Suppose we want 3 halves, how shall we get them?

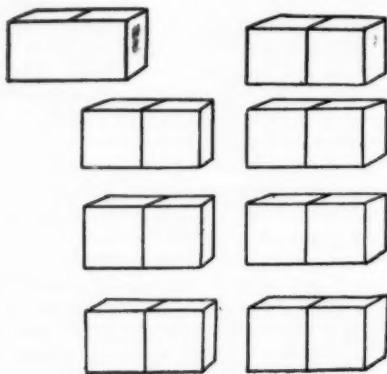
"We must get another melon."

Yes, we can only have two halves in one whole thing. Selina, suppose you give away one half of your melon what will you have left?

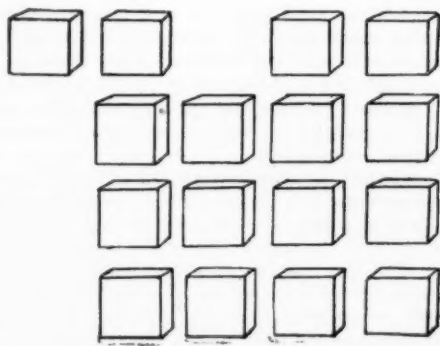
"One half. If I take away $\frac{1}{2}$ from 1, I shall have $\frac{1}{2}$ left."

Cut the melon into 4 parts. What is each part called? "One quarter or one fourth."

Which would you rather have, one quarter or $\frac{1}{2}$? Which would you rather have, $\frac{1}{4}$ or $\frac{1}{2}$? $\frac{1}{4}$ is how many times as much as $\frac{1}{2}$? Divide the melon into 8 parts,



Eddy; what is each part called? Give away $\frac{1}{4}$. How many eighths had you in the first place? How many are left? Which would you rather have, $\frac{1}{4}$ or $\frac{1}{8}$? Why? "Because the more the melon is cut the smaller the pieces are."



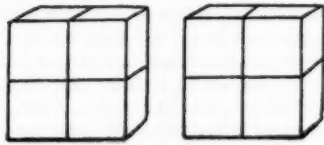
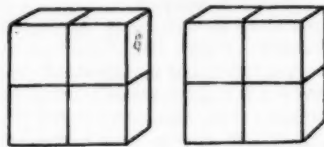
■ Cut the melon into just as many pieces as you can. What are they called? Give away $\frac{1}{16}$. How many sixteenths have you left? How many sixteenths are there in a whole? Show $\frac{1}{16}$, $\frac{1}{8}$, and $\frac{1}{4}$. Can you add them? Why not? "Because they are not of the same kind." What must you do? What do you mean by reducing them to a common denominator? Can you add 3 tops, and 2 marbles, and 4 slates? What would you have to do?

"I should have to call them all things."

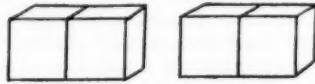
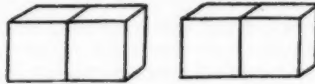
Gustave, add the blocks you have shown us.

"In $\frac{1}{2}$ there are $\frac{1}{4}$ in $\frac{1}{4}$ there are $\frac{1}{8}$, $\frac{1}{8}$, and $\frac{1}{8}$ are $\frac{1}{8}$." (Counting the blocks.) Paul you may write what you have done on the blackboard.

Now show me the melon in eighths. Which would you rather have $\frac{1}{8}$ or $\frac{1}{4}$? Show it to me in fourths.



Which would you rather have $\frac{5}{8}$ or $\frac{1}{2}$? What does the number below the line show?



"Into how many parts the melon is divided."

What does the number above the line show?

"How many of these parts are taken or given away?"

NOTES ON READING.

(From a lesson given to a fourth grade class in the primary department of grammar school No. 40, Miss C. C. Wray, principal.)

The teacher read the lesson carefully and with expression. The children read, difficult words being pronounced, and sometimes spelt by the class, and by different pupils. In some cases the phonetic sounds were given. The punctuation was observed and the points defined by the children. "The mark after a question is a question mark." "A period is the mark for the longest point and I must let my voice fall." An exclamation point was said to be "a wonder mark." The hyphen was named and said to be used "when the other part of the word is on another line or page." The apostrophe was known as "telling that letters were left out. The missing letters were supplied and the reason for the contraction was given. The teacher then wrote the principal words of the lesson, new and difficult words on the blackboard, and drilled the children in sound and sense.

EARLY STEPS IN READING.

(Report of a lesson given in the primary department of grammar school No. 40, Miss C. C. Wray, principal, to a fifth grade class.)

What do you see in the picture? "A boy with a whip and a fish." Where do you think he got that fish? "In the river." Look and see if you can find the word fish. The girls who can read the first line may stand. Mamie may read. "See the boy and his fish." James may read. "My boy, did you get that fine fish with your pole and line?" ("Fine" and "line" prove difficult and are developed phonetically.) Read to a period. Read the whole paragraph. "No, I did not. I found the fish in our new net." ("Our" is a new word.) Whose room is this? "It is our room." Class spell "our." What would you do with a fish if you caught one? Where would you take it? Read what the boy will do with the fish.

"I will take it home and ask Ann to fry it for me." What! will he tell Ann about it? "Yes, and you must tell her to have the fire hot or the fish will not be brown." Who can find a word on the last line that tells what Ann will put the fish on? ("Dish.") Read the paragraph. "Tell her then to put it on a dish. How nice it will be!" I wonder if I can find somebody to

read all the lesson? (The lesson read and books put away.)

What is this lesson about? Where did the boy get the fish? What was he going to do with it? Who was going to fry it?

The teacher writes on the blackboard our, our baby, our house, are (spell our and are), fine, line, fish, dish. Our new net. The boy and the fish. A fish is on the dish.

The class read words and sentences, and sound ah, oh, wh, and th. Teacher rapidly erases words and phrases asking what she has rubbed out, until the board is cleared.

FINDING SENTENCES.

(Report of lessons given in the sixth grade classes in the primary department of grammar school No. 62, Miss Josephine Hammer, principal.)

I.

Words and sentences written on the blackboard.

is	to	I	nest
has	an	Jane	boat
saw	a	John	park
take	in	girl	kite
see	on	boy	red
will	and	egg	new
fly	the		

I have too much cake.

You may put it on the table.

Ben and the two boys will play in the snow.

I. Reading the sentences, carefully grouping the words, as "the table," "the two boys," "the snow." (This unflinching gives the right pronunciation of the article.)

II. What word are you going to talk about, Clara? "John." Come and point to the words of your story, on the blackboard.

"John has a boat" (pointing to each word). What word are you going to take home? "Girl." Come and point. "The girl is in the park." What word will you take? "Egg." The egg is in the nest.

III. The teacher points and the pupils read. John has a new, red kite. I saw a boy in a boat. I saw a boy fly a kite.

IV. Now I will give the word and you may tell the story, pointing to the words. Park. "John is in the park." Egg. "The egg is in the nest." Kite. "The boy has a kite." Boy. "The boy is in the park."

II.

Words written on the blackboard.

snow	can	the	cage
you	read	like	John
bird	do	to	cake
book	see	play	eat
pie	can	in	is
	give		sick

I. Sentences, pupils pointing to the words. "Can you read in the book?" "The bird is in the cage." "Can you see the book?" "Do you read the book?"

II. Sentences, the teacher pointing to words. Can you see the bird in the snow? Do you like to read? Give the bird the cake. Can the bird eat pie? Is John sick? Give John the pie. Can you play in the snow? Do you like cake? Can you eat pie? Can you read the book? You can give the bird the cake.

LESSONS ON FAMILIAR OBJECTS.

(Report of lessons given in 6th and 7th grade classes in primary school No. 52, Brooklyn; Miss E. Black, principal; Miss Ellen E. Kenyon, head of department.)

(The teacher shows a slate.) Tell me what this is. Tell me something about it. "That is a slate. It is long and flat." Tell me something it has. "It has a frame around it." What is the frame made of? "The frame is made of wood." I wonder what this part is made of? "It is made of slate." Then what is the whole slate made of? "It is made of slate and wood."

Who can tell me anything more about the slate? "The slate is long and narrow and flat. It is made of slate and the frame is made of wood."

What can you do on a slate? "I can write and draw on a slate." I want to know what the slate looks like, what it is made of, and what we use it for. (Whole statement.)

"That is a slate. It is long and narrow and flat. It is made of slate and the frame is made of wood. We can draw and write on it."

THE WATCH.

(The teacher shows the object.) Does everybody see this? What is it? Tell me something about it. "It is

round." "It has covers." "It has works." Where are the works? "They are inside." What is the watch made of? "It is made of gold." What has it here? (on the face). "It has numbers. It has two hands." What do we use the watch for? "We use it to tell time." Now tell me all about the watch.

"This is a watch. It is round. It has works inside. It has two covers and two hands. It is made of gold, and we use it to tell time."

A BOOK.

What is this? "That is a book." All the boys who know something about the book may raise their hands. "The book has leaves." What part of the book did you see first? "I saw the covers." Then the book has what? "The book has covers and leaves."

I opened the book and saw something; what has the book inside? "It has words and pictures." What do we use it for? "We use the book to read from."

Who can tell me all that we have said? "That is a book. It has covers and leaves. It has words and pictures inside, and we use it to read from."

THE POINTER.

Who can tell me a long story about the pointer? "That is a pointer. It is long and round. It is made of wood. We use it to point on the blackboard."

BOTANY FOR LITTLE FOLKS.

(Report of a lesson given at the model school of the New York College for the Training of Teachers, by Mrs. S. D. Jenkins, professor of methods.)

A lilac leaf was given to each pupil, and the teacher said, Tell me what you can about the leaf.

"The leaf has veins." "It is divided into two parts." "Its edge is smooth." Hold the leaf up. What do you hold it by? "The stem." Who knows a better name for this stem? "The petiole."

Who knows the name of the leaf we are going to talk about to-day—Elsie? "It is the lilac leaf." Hold it by the petiole; take it up another way. Now, what do you hold it by? "The blade." What two chief parts has the lilac leaf? Make your answer a statement. "The two chief parts of the lilac leaf are the blade and petiole." I will write what we have said about the leaf on the blackboard.

Some one said the lilac leaf is divided into two parts. What divides it? "This rib" (pointing). What shall we call this rib in the center? "The center-rib." "The midrib." That is a better name. Why do we call it rib instead of vein? (The children hesitate.) Put your hands where your own ribs are. Of what use are they—what do they give to your frame? (Shape, strength.)



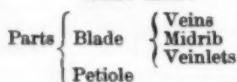
Look at this leaf (showing leaf-skeleton). What shall we call the midrib and veins. "The skeleton of the leaf." That is just the right word for it. Touch the skeleton. Touch the midrib. Touch the veins. What has been taken away? "The green part." I bleached this leaf by soaking it for days in water standing in the sun on my window sill, and then taking away the green part with a camel's hair brush. What do you suppose is the reason that this part did not soften and go away also? "Because it is stronger; it is the leaf's bones." That is a very good way to describe it, then what name shall we have for the soft part, if these are the bones of the leaf? "The flesh of the leaf." Yes, or the fleshy part.

Look at the petiole and midrib of the leaf. Can you tell us anything about them? "The midrib is a continuation of the petiole." Look at the leaf and see if you

can find any part that we have not spoken of. "There are a great many veinlets." "The veinlets are much smaller than the veins." The word tells us that. We add "let" to a word when it means a little thing, like streamlet, a little stream.

We have named the parts of the leaf. (The teacher had put the following diagram on the blackboard, writing the parts after the children had named them).

LILAC LEAF.



Now let us see what the leaf is, not what it has. "The leaf is green." "Its upper side is darker than its lower side." "It is heart-shaped." (Written on the blackboard.)

Leaf { green, upper side darker.
lower side lighter, heart-shaped.

I am going to give you another leaf and I want you to compare it with the lilac leaf—to look at both.

Who knows what kind of a leaf this is? (distributing leaves to pupils). "It is an apple leaf." Who sees something about it different from the lilac-leaf? "It has little things coming out of the sides of the petiole." What do you think these little things are? (Some of the children said "little leaves," and others "roots.") How many would like the name? These are the stipules of the leaf. Name the parts of the apple leaf. What parts did the lilac have? The apple leaf is complete. Then what parts has a complete leaf?

What are the stipules of the apple-leaf like? "They are like little threads." Look at the upper and lower surfaces of the apple leaf. "The upper surface is shiny, and the lower surface is hairy." "The upper side is darker than the under side." What shape is the apple leaf? "It does not taper as much as the lilac leaf." What figure would you draw for the shape of the apple leaf? "An oval." Then we say the shape of the leaf is what? "It is ovate." Pick up the heart-shaped leaf. The oval leaf. The complete leaf. The incomplete leaf. Take the apple leaf by the blade. What part of the blade do I hold it by? "The base." Touch the part opposite to the base. What do you call it? "The apex." Touch the upper surface. Why do you think it is so smooth? "So the rain can run off." Then why is the under side hairy (the children seem puzzled). I will leave that for a little problem for some one to find out before our next lesson. Can you think of a leaf thicker than the apple and hairy on the under side? "The leaves of some geraniums are thick and hairy." "So are milk-weed leaves." I was thinking of another leaf, the mullein. How many of you have seen mullein-leaves?

What is the most important thing you have learned to-day? "We have learned about the stipules of the leaf." Where do the stipules grow? "They grow out from the sides of the petiole." What kind of leaf has petioles? Tell me a leaf that is not complete. "The lilac leaf."

What did we say the skeleton of the leaf was made up of? "It is made of wood." Here is a beautiful skeleton leaf (showing maple-leaf). It is like the finest lace. What parts of the leaf is the skeleton made up of? "Ribs, veins, and veinlets." How many large veins are there in this leaf? (showing a maple leaf mounted). See how they are spread out. Does it make you think of anything? We will talk about what it is like another time. Who knows what kind of a leaf-skeleton this is? "An elm-leaf."

How many of you would like to prepare skeleton-leaves this summer? This will be pleasant work for vacation. What part of the leaf do we want to save? Do you think there is likely to be enough wood in the leaves now that they are young and tender? When will be a good time to prepare skeletons? In August, I should think."

(BLACKBOARD WORK.)

Lilac Leaf	Apple Leaf
Incomplete	Complete
Heart-shaped	Ovate
Parts {	Parts {
Blade	Blade
Petiole	Petiole
	Stipules

I FIND THE JOURNAL helpful to me in my work. I like it because it advocates the "new education." I owe thanks for the benefit I have received from it.

Hemlock, O.

JAMES G. HAYDEN.

CALISTHENICS FOR PRIMARY CLASSES.

(About the middle of each school session signs of restlessness are usually to be seen among the little people, and it is then that the following exercises in free gymnastics are best used. Books and slates are laid aside and the windows are thrown open to admit the fresh air. The teacher stands in front of her class, takes the first position, that of a soldier, erect and firm—the head held up, the shoulders thrown back, and the arms close to the side. In all the exercises which follow, the teacher performs each motion, at first very slowly—the children watching. Then the exercise is repeated by all in concert. If music is obtainable a well-marked march is of great help; otherwise the time must be counted by the teacher. Each movement has eight counts.)

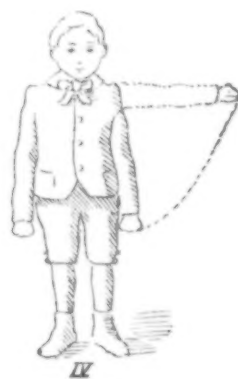
(1) When "one" is counted, bend the arms at the elbow and place the closed hands upon the chest, keeping the left hand upon the chest, the right arm is straightened, bringing the hand close to the side of the body. When "two" is counted the hand is brought back to the chest; on "three" to the side again, etc., through eight counts.



(2) Repeat the same movement using the left hand instead of the right (eight counts).

(3) In this exercise we have the alternating motion. On count "one" the arm is lowered as in cut I. On "two" the left arm is lowered while the right returns to the chest. On "three," the right arm is lowered while the left returns to the chest. Count 7 brings the right hand to the chest and the left at the side. On 8 the left hand remains on the chest while the right is brought to the same position.

(4) Repeat the same movements, using both hands at the same time. This may be styled the double movement. Keeping the hands upon the chest, raise the elbows until they are at right angles to the body. On count "one" the right arm is thrown out in a line straight from the shoulders, the palm of the hand being turned towards the front. On the next count the hand is brought back to the chest. Repeat this eight counts. Then use the left hand in the same way. Then use both hands simultaneously. See that pupils keep the arms on a line from the shoulders.



(5) The next motion consists in thrusting the arm straight up over the head, from its position on the chest. Like the preceding movement it is continued for eight counts.

(6) Repeat the same movements with the other hand.

(7) Use the alternate movement.

(8) Use the double movements.

(9) In these movements the arms are thrust forward from the body.

PARTS OF THE BODY.

(Report of a lesson given in a 7th grade class at primary school No. 53, Brooklyn, N. Y., Miss A. E. Field, principal, Miss L. Scanlon, head of department.)

Touch the chest. The knee. The right elbow. The left shoulder. The right thigh. The left hip. The right eyebrow. The right nostril. The upper part of the right arm. The upper part of the left arm. The ankle joint. Touch joint like a hinge (the elbows). Show me a hinge in the room. How many hinges has the door? What do I touch? "You touch the eye-lashes."

Of what use are the eye-lashes?

"They keep the dust out."

CHILDREN OF OTHER LANDS.

The other day I showed my little friend Marjorie, a picture like this on the blackboard. Marjorie laughed, and said, "Why, how funny, I never thought about little Chinese girls having dolls." I told her that this little



girl was not Chinese but Japanese, and that no doubt she would think it quite strange that little girls in America had dolls. Marjorie was more anxious to hear about little girls in China, because she had often seen Chinamen with their yellow-brown faces and long braided hair, and she wondered whether some of these men had left little boys and girls at home as strange looking as themselves. So I read to Marjorie a story about a little Chinese girl named Pen-se.

I cannot tell you all of the story, but I will tell you some of the things Marjorie and I read of. First, I want you to tell me what you saw when you waked up this morning. Did you lie still for a few moments and look around the room? Did you go and look out the window, as soon as you were dressed? What did you see when you went down stairs? What did you have for breakfast? Make a kind of story in your own mind of what you have been doing this morning, and then I want you to think of little Pen-se who lived on a boat instead of in a house. When she got up in the morning she came out on the deck of this queer boat, and instead of looking down into a street or back-yard garden, watched her father let a great flock of ducks out of a kind of pen built in the shallow water.

The ducks went to get their breakfast and Pen-se went to hers. What do you suppose it was?

Who knows something that comes from China that we use a good deal of? We eat it sometimes at breakfast and sometimes we make puddings of it. Rice, of course, but Pen-se's rice was not made into a pudding, and what do you think she ate it with? I thought some one would know about chopsticks.

I hope all my boys and girls drank milk for breakfast, but Pen-se did not have any. She had something else that grown people drink—yes, you may tell me. Who can tell us anything about the tea-plant? Who knows how the leaves are gathered and dried? Where does the best tea come from?

After breakfast Pen-se's father went to work carrying tea-boxes to a great store, and Pen-se and her little sister got into a little boat with their mother who took fruit and vegetables to big ships lying out in the deep water. Sometimes Pen-se carried fish to a great house built on a hill where there was a little girl who wore a silk dress with flowers on it, and who had gardens of flowers and goldfish and birds to smuse her, and at night lay on a little bed with silk coverings.

But the lady who tells us about Pen-se, thinks that the little girl in the silk dress was not as happy as the one who lived in the boat, and I think so too, because Pen-se, who was a poor little girl and had to help her parents was allowed to run about on her stout bare feet, while the little girl in the beautiful dress had her poor little feet all wound with tight bandages, so that they should never grow large. Perhaps when she was a woman grown, her feet would not be more than three inches long, but she would be very helpless, scarcely able to walk, and when the bandages were first put on they hurt her very much. How many boys and girls think it is better to have strong, healthy bodies, than to own the most beautiful things in the world? Does any one here wear tight shoes?

Who will try to find out why some of the people in China tie up their baby daughters' feet in this way? Boys are not treated so. In Japan (the country the little

girl in my picture came from) some of the people wear loose sandals or straw slippers that they always slip off, when they go into houses.

Indeed we need not go so far from home to find queer shoes. In Holland some of the children, and grown people too, wear wooden ones like these. The little girl who wears them would probably have a very fair complexion, rosy cheeks, blue eyes, and light brown hair in tight braids and she would be very likely to wear a dark blue dress almost down to the wooden shoes.



Now let us take the globe and find China and Japan. What a long voyage we would have to go there! Let us see through what oceans we must sail. Holland is not so far away. How long do you think it would take to get there? Who has ever been on the great ocean?

Some of you may have fathers or uncles who have even been to China or Japan. If you have, ask them to tell you about the strange country, and remember all you can to tell us. Try to find out something about the children.

PAPER SOLID FORMS.

(Report of a lesson given in a third grade class in the primary department of grammar school No. 41. Miss M. I. Williams, principal. Materials used were paper, pencils, scissors, and four-inch ruler.)

THE EQUILATERAL PYRAMID.

Draw a four-inch horizontal line at the bottom of the paper.

Divide the base line in half. Place the ruler vertically from the dividing point. If the ruler is vertical what angle must you see on each side? If it were in an oblique position, what angles would you see? Draw a four-inch vertical line from the dividing point.

Lay the ruler so that one end touches the end of the horizontal line and the other end touches the vertical line. Draw the side of the triangle.

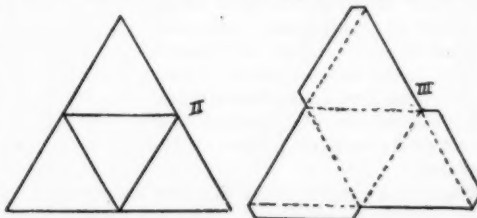


Draw the other side in the same way.

What figure have you drawn? What can you say about the sides? What else do you find equal?

Lay your ruler on an oblique line (or side) and divide it in half. Draw a line from the center of one side to the center of the other. Connect the ends of the short horizontal line with the lower end of the vertical line. How many equilateral triangles have you drawn? (Teacher draws the figure on the blackboard.)

If we cut this out as it is, could we put it together. Put a lap on the left side of the upper triangle; on the

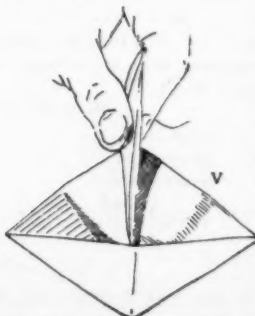


base of the left lower triangle; on the right side of the right lower triangle.

Cut out the forms. Crease very carefully the lines I draw in colored chalk. (Dotted lines.)

RIGHT-ANGLED TRIANGULAR PYRAMID.

Material four-inch square folding paper. Fold diagonals and center. Fold the right-hand front corner to the center. Fold two other corners to the center. What have you? "An open envelope." Fold the other corner. Now what have you? "An envelope."



Open the envelope (see cut). Fold one quarter of it together.

The part you have folded in forms a right-angled triangle. Fold it up (or in half) so that it forms a triangle only half as large.

What have you made? "A hollow right-angled triangular pyramid." Turn the corners of the envelope out, lap them together to form the base of the pyramid, and make it solid.

KINDNESS TO ANIMALS.

(The story should be told by the teacher. If she can show a picture, or make a sketch on the blackboard to illustrate it, so much the better.)

"When I was a little girl I had a pet cat that I loved very dearly. I called her Pussy Gray. One summer she had two pretty kittens and as she was a careful mother they seemed to give her a great deal of trouble. Every night she used to call them into the woodshed, just as a human mother calls her children, to put them to bed. But as the kittens grew larger they would not come when their mother called, and she seemed to be in great trouble about them. So I used to carry her and the kittens into the shed and put them in their box. When I had done this only two evenings, I suppose Pussy Gray must have understood that I meant to do it every night, for the third evening I could not find her when I went to catch the kittens. I thought I would put them to bed and then look for the mother. So I carried them out to the box, and what do you suppose I found there? Pussy Gray stretched out at full length, and purring softly, as much as to say, 'I knew you



would bring my babies to me." I can remember now just how happy I felt. Pussy did the same thing every night after that, and I always took the kittens to her."

Why did the cat think the little girl would bring the kittens to her?

Suppose she had ill-treated the kittens, do you think the mother would have trusted her with them? Then why did she trust her, or suppose the little girl had never fed her pets nor cared for their wants in any way, although she might have liked to hug them and carry them about, would that have been real kindness? Then what should we do for animals if we really care for them?

Yes, feed them and care for all their needs, give them a good, clean place to sleep in, remember that dogs are often thirsty and that the canary likes fresh water to drink and bathe in. What should we call a child who thinks of all these things and is careful to make animals comfortable?

If the little girl we have been talking of had sometimes been kind and thoughtful of her pets and had sometimes forgotten to take care of them or had frightened or teased them, do you think they would have trusted her? Then they trusted her because she was kind, not only sometimes but—?

Yes, they trusted and loved her because she was always kind. She says this made her very happy. How does it make you feel when an animal seems to be fond of you and to know that you treat it well?

Tell me one reason why we should think of the wants of dumb animals?

Then, too, they are God's helpless creatures and that is the best reason for being kind to them.

I will write on the blackboard three things that are here spoken of this morning:

1. We should be kind to all God's creatures.

2. We should care for the wants of animals.

3. If we are always kind to our pets, they will trust and love us.

IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by J. J. Felice & Co price, 30 cents.

NEWS SUMMARY.

- MAY 18.—Locust plague in upper Egypt.—France making rifles for Russia.
- MAY 19.—Explosion of dynamite at Tarrytown, N. Y.—Queen Natcha expelled from Serbia.—A movement in Canada in favor of reciprocity.
- MAY 20.—Destructive cyclone in southern Illinois and in Missouri.
- MAY 21.—Corner stone of the Masonic home laid in Utica.—Death of ex-Secretary of War Tait at San Diego.
- MAY 22.—Balmaceda's party captures Talca.—Mr. Gladstone has recovered from his attack of influenza.
- MAY 23.—The number of Canadian sailors bound for Behring sea greatly increased.—Another revolt in Argentina.
- MAY 24.—Cloudburst near Boise City, Idaho.—No news yet of the *Itata*.

RESUME OF EVENTS FOR REVIEW.

MAY.

During the month, the warship *Itata*, in the service of the Chilean rebels, came to the coast of California to receive a cargo of arms and ammunition. As this was in violation of the neutrality laws she was detained, but escaped from her captors. The *Charleston* and the *Omaha* were sent in pursuit, but at last accounts had not overtaken her.

The latest phase of the New Orleans case is the recall of the Italian consul. The Chinese refuse to receive Hon. Henry W. Blair as minister. The United States failed to secure St. Nicholas Mole of Hayti for a coaling station. Russia drew heavily on England and other countries for gold, which caused a large amount to be shipped from the United States to Europe. A Chicago judge declared that "corners" in breadstuffs are illegal. Owing to the dry weather, extensive forest fires occurred in Michigan, Wisconsin, Pennsylvania, New Jersey, and other states. President Harrison ended his long tour, during which he was cordially received everywhere. Ex-President Cleveland was given a warm reception by his many friends in Buffalo. Austria complained that some of her subjects were treated as slaves in Virginia. The transit of Mercury took place, and Wolf's comet was observed by a scientist at Lick observatory. Michigan took an important step in electoral reform, deciding to choose her presidential electors by congressional districts. Arrangements were made by the government for the opening of Chickamauga park. Canada's parliament was opened. The steamship record from Yokohama to Victoria, B. C., was broken. The fruit crop in many Northern states was damaged by frost. Work on the Nicaragua canal is progressing. Many icebergs were encountered by transatlantic steamers. Delaware adopted ballot reform, making the twenty-fourth state on the list. A descendant of Columbus will be asked to open the world's fair.

On May 1, workmen had meetings and processions in many parts of Europe. Riots occurred in Hungary and in Florence and Rome. In France the military fired on a crowd. The Pope's encyclical, just issued, deals with social questions and the relation of the church to them. Great Britain had some trouble in quelling a riot in Manipur, India. That government also warned the Boers not to invade Mashonaland. The ministry in Portugal had difficulty, and a new one took its place. Russia ordered Turkey to open the Dardanelles to her warships and merchant vessels. Christians pillaged the houses of Hebrews in Zante. The Czarowitch was attacked and narrowly escaped death for offending Japanese religious feeling. Foreigners in Woo-Hoo, China, were attacked, and their houses burned.

QUESTIONS.

1. What is meant by the "neutrality" laws? Tell about the Alabama claims.
2. Of what use are coaling stations?
3. What are some of the uses of gold? What makes it more valuable than many other metals?
4. How do speculators manage to secure "corners"?
5. What states have the most extensive forests? Why should forests be preserved?
6. Name some of the latest improvements in railway travel.
7. How may a government protect its subjects in foreign lands?
8. What is meant by the transit of a planet?
9. What may be said in favor of choosing presidential electors from the congressional districts?
10. What is meant by the Australian system of voting?
11. Where do icebergs come from?
12. How long has Great Britain ruled India, and how was that country acquired?
13. Who are the Boers?
14. Why is it very important for the Dardanelles to be open to Russia's ships?
15. What do we get from Zante?
16. Explain the aversion of Chinese to foreigners.

17. What religion do most of the Japanese profess? Who was Buddha?

THE THIRD PARTY MOVEMENT.

A third party movement was inaugurated at the convention recently held at Cincinnati. It was decided to nominate a presidential candidate in 1892. The gathering was composed of delegates from many organizations, the farmers making the largest showing so far as members were concerned. Some of the newspapers called it a convention of the "dissatisfied elements," but the fact that the people who met there are dissatisfied with many things in our politics does not detract from the value of their work, but is rather in its favor. Some things they recommend are good, and some will not so readily find favor. As a rule those at the gathering were tariff reformers; but their most distinctive tenets are those relating to sub-treasures and silver. The former calls in substance for the advance by the treasury, at 1 per cent. interest, of 80 per cent. of the current price of cotton, grain, and tobacco in legal-tender paper, the products to be deposited in government warehouses and to be inspected, graded, stored, insured, and handled at the expense of the depositor. Those who think we need more money advocate the issue of notes on farm mortgages at a nominal rate of interest or the unlimited coinage of legal-tender silver dollars for all who may present silver at the mints. The labor reformers, so far as they have yet defined their purposes, desire a stricter prohibition of the importation of labor and, some of them, a compulsory adoption of eight hours as a day's labor, by federal statute. There is great opposition to the silver money scheme, as it is held that it would bring disaster to business and loss to wage-earners.

A MEMBER OF THE "IMMORTALS."—Pierre Loti, the nautical novelist, whose real name is Viaud, has been chosen to succeed Octave Feuillet by the French academy. Emile Zola was his principal competitor. Viaud served in the Oceania, Japan, Senegal, and Tonkin campaigns, and his writings are full of descriptions of tropic seas, the beautiful flowers of Polynesia, and the people of that far-away land. Name some of the leading novelists of America.

WATERSPOUT IN PARIS.—A terrific storm passed over Paris recently, causing considerable damage and creating much alarm. During the passage of the storm a huge waterspout formed in the Champs Elysees, traversed the Place de la Concorde, and burst in the Jardin des Tuilleries, uprooting trees, destroying lawns and flower beds, and washing away pathways.

THE POPE'S ENCYCLICAL.—In defining the position of the Roman Catholic church toward social questions, the Pope says the divine law rejects the idea of replacing common ownership for private property. The state ought not arbitrarily to invade family intimacy. In securing the rights and interests of public power, it should not violate the rights of individuals. Human affairs are impotent without the concurrence of the church. The state commits an injustice in overtaxing individuals. Capital and labor are necessary to each other. The Pope praises those who seek to better the laborer's condition, to establish equity between employer and workman, to combat intemperance, etc.

BALLOT REFORM IN TWENTY-EIGHT STATES.—Delaware is the twenty-eighth state to adopt a ballot reform law. The rapid progress made by this reform is a striking tribute to the force of aroused public opinion. The change has come, without agitation, with no society to promote it, and is more thorough than the most hopeful would have predicted two years ago.

A DESCENDANT OF COLUMBUS.—The world's fair managers are advised to have the exhibition machinery started by the last living member of the Columbus family, the duke of Seragua, of Madrid. He is a literary man and an artist of some repute. Of the twenty-nine autograph letters and books annotated in Columbus' handwriting, he possesses sixteen or eighteen. He has held a portfolio in the Spanish cabinet, and is a vice-president of the "Americanists," of which Dom Pedro, ex-emperor of Brazil, is honorary president.

American Characteristics.

"See thou twist not the rope so hard till at length it break." How often we hear it said, that Americans break down so much earlier in life than Europeans. Bismarck, Gladstone, De Lesseps are all very old men, but still vigorous. How many have we of their age, still active and robust. Whatever may be the cause, we cannot deny the fact. All that is left to do is to restore the lost vitality. Read what Compound Oxygen has accomplished in this direction. We have scores of testimonials from overworked patients. We simply give you a specimen, and refer you to our brochure for more.

DR. STANLEY & PALEN:—When I am worn out with work I use an inhalation of your Compound Oxygen Treatment, and find renewed strength and elasticity of spirits at once. It ought to be part of the capital of every editor and literary worker. ELLA R. TENNENT, Editor "Tennent's Home Magazine," Marietta, Ga. Our brochure of 300 pages, a thoughtful, carefully written book, the result of years of study and experience, gives a history of Compound Oxygen, its discovery, nature and results, with numerous testimonials. Sent free. Address DR. STANLEY & PALEN, 1529 Arch street, Philadelphia, Pa., or 120 Sutter street, San Francisco, Cal.

OF SPECIAL INTEREST TO PUPILS.

THE BAD LANDS.—These are situated in the western part of the Dakotas, and extend westward into Montana and down into Wyoming. The geologists tell us they are the bed of an ancient sea that was upheaved in not remote ages, and that the escape of lakes and rivers wore down deep gorges and canons. The land is therefore so cut up as to suggest such shapes as tents, spires, pagodas, and obelisks. The soil is a colored clay that underground heat has changed in places to red, brown, and yellow. Occasionally there is a seam of coal that appears on a distant hill as if drawn with a piece of chalk. At one place the coal is on fire. No one knows how it was set, for it has been burning ever since white men have known the region. The vegetation consists principally of sage bush, with here and there a cactus, and occasionally patches of stubby buffalo grass. The animals most often found are wolves, prairie dogs, and rattlesnakes.

WHAT ARE METEORS?—We often read in the newspapers of meteors falling in different parts of the world. What are they? Astronomers say that the space through which the earth travels in its course around the sun contains innumerable bodies, large and small, that often come within the attraction of our planet, and then they are drawn to it. Some of these are very large; others are mere specks of dust, and the earth's weight is increased by millions of them annually. The largest meteorite known is that found at Ximenes, Mexico. Its two pieces weigh 75,000 pounds. One found in Brazil weighs 67,000 pounds, and another at Tucuman, South America, 40,300 pounds. The rapid motion produces great heat, and many meteorites are consumed before they reach the earth's surface. Go out any clear night and you will be likely to see several "shooting stars" darting across the sky.

AFRICAN COLONIZATION SCHEME.—For many years it has been the dream of certain philanthropists to colonize Africa with negroes from the United States. It is now reported that a large number of these people from the Southern states (at least 1,000,000) wish to go to Africa and found homes. The new steamship line between Philadelphia and west Africa will help the movement. The Congo state seems to be the most favored region. As equatorial Africa is not a fit dwelling place for white men, the problem of civilizing and Christianizing that part of the Dark continent may be solved by our American negroes.

ABORIGINAL CARPENTRY.—At the Smithsonian institution in Washington, and also at the city of Mexico, are specimens of the tools of the Aztecs. The material used was almost wholly glass, especially for the finer parts of their wood cutting. To chop trees they used flint axes, and for the rough hewing out of logs the same, but when it came to the accurate fitting in of the hewn timber, they handled glass knives, chisels, and saws very deftly and with beautiful results. The Indians and the mound builders also had a very good idea of wood-working. You will see even now some very pretty joining done by Sioux Indians. Their tent poles make a fit which many a white carpenter would not try to better.

DIAMOND CUTTING.—This is extensively practiced in the United States. In New York alone are sixteen firms pursuing the business, much of their time being expended in recutting stones previously cut abroad, for our workmanship is superior. From the latter part of 1888 to the end of 1890 the price of rough diamonds advanced from 80 to 100 per cent. The great reduction in weight due to cutting is shown by the fact that diamonds or diamond material which weighed 51,344 carats before cutting weighed only 25,005 carats afterward. Nine-tenths of this work is done in New York, which is the great center of the American trade in the precious stones, while London is the chief market of the world for rough diamonds.

THE HEAT OF THE EARTH.—Although we do not know for certain what is going on in the earth under us, we know that the heat is extreme. In the lower levels of the Comstock mines men found scalding water and a temperature of 120 degrees. The Sutro tunnel was constructed to draw off some of the heat. Borings like the one (4,172 feet deep) at Sprenberg, Germany, and the one over 3,000 feet deep at St. Louis tell us something about the interior of the earth, but volcanoes tell us more. The great heat turns the water to super-heated steam; this melts the rocks, and the molten mass is forced by the pressure up through the fissures of the rocks.

ORIENTAL CITIES.—A recent writer says that all Eastern streets abound in novel and fascinating sights—bright gowns, tiny shops, veiled women wearing wooden sandals, gaunt camels swaying along with rude bells tinkling. From the first the energetic peddlers are conspicuous. If the traveler approaches the Levant by way of Constantinople, he plunges at once into their favorite haunts. The first night in this great, historic city will not be forgotten, for the howling of the hungry street-dogs is hardly silenced before the coming of daylight brings out a multitude of these noisy vendors, and then sleep is out of the question.

CORRESPONDENCE.

So many Questions are received that the columns of the whole paper are not large enough to hold all the answers to them. We are therefore compelled to adhere to these rules:

1. All questions relating to school management or work will be answered on this page or by letter. 2. All questions that can be answered by reference to an ordinary text-book or dictionary must be ruled out, and all anonymous communications rejected. The names of persons sending letters will be withheld if requested.

1. How can one who is not able to lead singing make morning exercises attractive? 2. If in punishing a certain pupil you seem to have incurred the enmity of the other pupils, what would you do? The pupil punished richly deserved the punishment. 3. How would you manage a sixteen year old girl, who without being saucy to your face is continually making "snari" remarks in your hearing?

1. Several teachers have written to us saying that in lieu of the regular devotional exercises, which were prohibited, they made a short review of the current events, permitting pupils to take part. The plan is to have, say half a dozen pupils act as collectors—they may be styled "reporters." They bring in the latest and most important state and national news and relate it to the school. The next day other pupils may be appointed. It is well to have a set of reporters for each day. 2. Pay no attention to the matter. Act as though nothing ever occurred. 3. Speak with her pleasantly and tell her it is unbecoming a lady. Such cases are very annoying, but often the fault is not wholly in the pupil. The home surroundings develop such characteristics sometimes. Remarks that affect the standing of a teacher, or in any way prejudice other pupils against a teacher, must not be permitted. If the fault cannot be removed the pupil should be.

Which is considered the oldest book in the world? E. L. E. Washington.

It seems there is a papyrus in the national library of Paris, which was written in the time of the old Egyptian empire. Its title is "Book of the Precepts of Prince Ptah Hotep." It was translated and published in the *Revue Archeologique* in 1847. Ptah Hotep lived about 3,800 years before Christ. But there may be other papyri discovered of a still earlier date, for there is great activity in Egyptian discovery at the present. Our readers will remember that the burial place of the prince has lately been found.

I would like to have you make out a program for my institute according to your ideas. F. New York.

1. Singing and welcome to visitors.
2. Paper—Primary reading. Discussion.
3. Illustration of rapid map-drawing on blackboard. Discussion.
4. Paper—Errors in methods of teaching spelling. Discussion.
- Intermission.
5. Singing.
6. Paper—How shall a language lesson become a part of every other lesson? Discussion.
7. Paper—How shall geography and history be combined in study and recitation? Discussion.
8. Two-minute speeches from everybody who has something to say.
9. Singing.

As plants absorb carbonic acid gas which we exhale in our breathing, I should suppose that plants would be serviceable in a sleeping-room. Why is it that they are not? J. M. New York.

Leaves are lungs of the plants, and give off oxygen equally both day and night. It is only decayed plants that are unhealthy in sleeping rooms.

What part of speech is negro? The *InterOcean* says it is a "descriptive common noun," meaning black, and should not be commenced with a capital letter any more than the word white. I do not know where to classify "the descriptive common noun." As it is the name of a particular people, I thought it was a proper noun. W. T. M. Mt. Pleasant, Iowa.

Negro is a common noun. When one speaks of a negro, it is equivalent to speaking of a black person. Negro and black man are synonyms; negro and African are not synonyms; that is, "negro" is not necessarily the name of a particular people. It is applied to Africans and others not Africans.

How did the abbreviation % come to be used as sign of percentage?

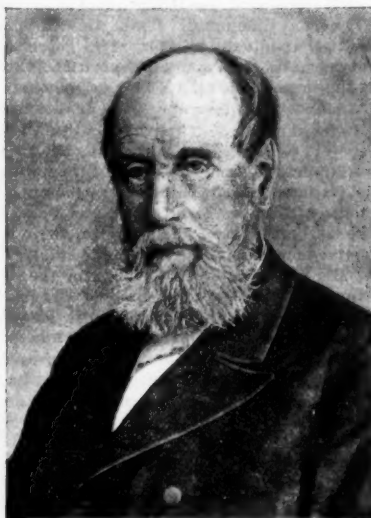
The sign of percentage % is an abbreviation of the two Latin words, per centum. The abbreviation was probably at first p. c., which naturally ran into % after a while.

Will you let me know through your question column how many new words, on the average each day, should be expected in spelling, from pupils of the first grade. A. G. A.

No spelling should be expected from pupils of first grade till the last part of the year, and then only in written sentences. Giving detached column of words for spelling is contrary to an educational principle, as it does not associate a thought with the mechanical execution of the word.

The preparation which has the largest sale in the drug stores just now is Hood's Sarsaparilla.

THE EDUCATIONAL FIELD



SIR JOHN WILLIAM DAWSON.

Sir John William Dawson was born in Picton, Nova Scotia, in 1820. In his early training at the college of Picton he manifested a taste for original scientific inquiry. He afterwards studied at Edinburgh, where his love for geology and kindred subjects was fostered by the renowned professors of that time. He acknowledges his indebtedness to the friendship of Sir Charles Lyell, whom he accompanied on his tour through Nova Scotia. He afterwards became superintendent of education for that province, prominently assisting in the establishment of a normal school there. Among his literary contributions at that time was a work entitled, "Scientific Contributions toward the Improvement of Agriculture," of much practical utility. He was finally chosen to the position of principal and professor of natural history in McGill college and university, which he now holds. It is situated in Montreal, and draws students from all parts of Canada. In this position Dr. Dawson has exercised a great influence in molding the school system of that country. This has been somewhat of an interruption to his geological studies, but he has nevertheless made many valuable contributions to science in works on the structure of Nova Scotia. "Acadian Geology," "Indian Antiquities at Montreal," "Marine Animals of the St. Lawrence," and "Air-Breathers of the Coal Period," are some of the books by which he is best known. A course of lectures delivered in New York has been largely circulated both in America and England, under the title, "Science and the Bible." His reputation is world-wide, and his assistance to scientific research most inspiring and valuable.

MANY helpful suggestions to teachers dealing with wrong-doers come from the Reformatory school at Elmira, N. Y. Superintendent Brockway believes that crime results from want of development, and at once sets about the training to supply the deficiency. The first attention is given to physical development. A sound body is first insisted upon. A course of physical training is prescribed in the gymnasium of the building, which also includes Turkish baths and all modern apparatus for muscular training.

By his wonderful insight into human nature he gets the confidence of the inmates by what seems to them a supernatural power of reading their minds and motives. He then talks with them from the standpoint of their own best interests, and not from that of an indignant public.

As to routine: after a day's work at some trade lasting till 4:30 p. m. there is a full dress parade of the entire battalion—for military instruction is a part of the daily training. The officers (except the colonel) are selected from among the men themselves. There are very few citizen officers in the institution. It is found that *first grade men do the work with greater fidelity than the average hired employe*: and thus trust serves an important part in the education at the reformatory.

School sessions are held at 6 o'clock and last an hour and a half. Ethical principles are taught by discussion in which all may fearlessly take part. No questions of this nature are too knotty to be undertaken, and the freest opinions are expressed. Individual education of opinion and the cultivation of a personal responsibility

are the leading features of the practical reform undertaken here. Retribution has no place, and a man is elevated in his own estimate of his possibilities.

THE board of trustees of the New York College for the Training of Teachers made formal announcement on Wednesday, May 6, that the resignation of Dr. Butler as president of the institution had been accepted, and that Prof. Walter L. Hervey, the dean, had been appointed temporarily to fill the vacancy. It is well known that Dr. Butler's engagements did not permit him to devote his entire time and energy to the work of the college, and the trustees accepted his resignation in the belief that the time had come when the rapid growth of the college demanded the entire time and strength of an executive head. The progress of this school has been marked, and its results gratifying to its founders and those who are engaged in its work. It is understood that the trustees will take immediate steps to fill the vacancy caused by Dr. Butler's resignation.

THERE will be a normal institute for manual training and drawing in Jersey City, N. J., beginning July 27 and ending August 31. The course of study will include primary, grammar, and high school work, manual training, clay modeling, marking, paper-cutting, decorative design, historical ornament, model and object drawing. Perspective and mechanical drawing will receive attention. A thorough course will be given, certificates granted to those who are satisfactory, and recommendations given to desirable positions. The terms are fifteen dollars for four weeks, with reductions made for less time. The conductor of the institute is supervisor of drawing in the public schools of Jersey City.

THERE was a large gathering of friends at the funeral of Mr. Charles W. Brown on Friday evening last. The publishing houses were all represented, there were several leading members of the American Book Company, teachers, principals from the public schools, and numerous personal friends. Mr. Brown intended to make teaching his profession. He began work in Queens county; after two years in the school-room there, he was elected school commissioner and served one term. Then he represented the publishing house of A. S. Barnes & Co., which position he held until 1868, when he was engaged by D. Appleton & Co., with whom he remained until May, 1890. For the past year and up to the time of his death he held a position of trust in The American Book Company. Though engaged on what may be called the business side of education, he was always interested in an improvement of the methods of education. His experience had taught him that a beginning only had been made. His words, "I held a state certificate and I knew I was poorly qualified," explained the situation as he saw it. Mr. Brown's sickness was short and severe, and his sudden removal cannot but be a painful shock to a wide circle of friends.

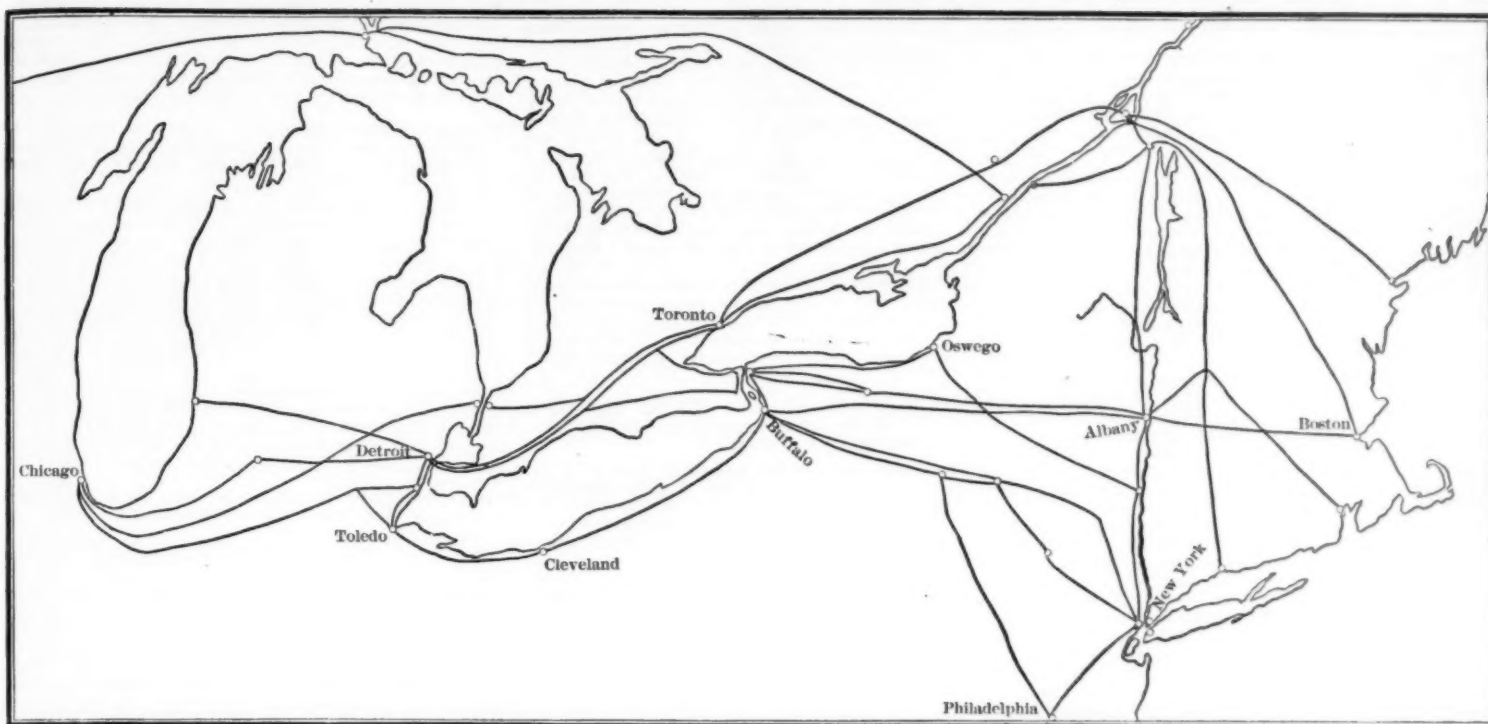
THE normal schools of Argentine are national institutions, and the results of the efforts of Dr. Sarmiento, the present president of the republic, who while in his representative character at Washington gave careful study to the schools of the United States. There are thirty-four normal schools—separate for boys and girls—employing forty teachers from America at good salaries. The professional course occupies three years.

THE Business Educators' Association of America will hold its thirteenth annual meeting at Chautauqua, N. Y., July 14 to 24, 1891. Lessons and papers are to be given on penmanship, correspondence, bookkeeping, arithmetic, English, shorthand, typewriting, civics, and commercial law.

THE competitive examination of candidates for the state scholarships in Cornell university will be held in each county on Saturday, June 6, 1891, commencing at 9:30 A. M.

THE Kentucky State Teachers' Association will hold the annual session at Henderson, Ky., June 24, 25, 26, 1891. The officers are as follows: C. H. Deitrich, Hopkinsville, president; R. H. Carothers, Louisville, secretary; W. H. Bartholomew, Louisville, treasurer. An attractive program announces addresses by Hon. J. D. Pickett, state superintendent public instruction; W. W. Parsons, Terre Haute, Ind.; and Dr. W. T. Harris, U. S. commissioner of education, in addition to papers and discussions of vital subjects connected with public school work.

NATIONAL EDUCATIONAL ASSOCIATION. Toronto,—July 14-17, 1891.



THE RAILROADS.

The meeting of the trunk lines at Buffalo did not result in a change of the rates for those going to Toronto to attend the annual convention of the National Educational Association. These are the usual rates in going, and a one-third rate in returning.

There are several railroad routes by which to reach Toronto; some of these will be pointed out in these notes, and will answer the many letters that have come inquiring as to routes and rates. It may be that a change in rates may be made from a one-third rate, to a one fare rate, but we doubt it. From the routes designated, the teacher cannot but select one that will have interesting scenery; all will have the "modern conveniences."

THE WEST SHORE will be one of the most attractive routes to reach Toronto; it begins at New York City, traverses the west shore of the historic Hudson river, skirts the foot-hills of the Catskill mountains, and passes through the beautiful Mohawk valley. Its trains are equipped with all the modern im-

provements, which, combined with safety, speed, comfort, and picturesque scenery, will make this line deservedly popular. Wagner buffet sleeping cars are run exclusively by the West Shore between New York and Toronto, without change. There are three through trains daily between New York and Toronto via the West Shore in connection with the Great Western Division of the Grand Trunk Railway, with sure connections and elegant service. For any further information, address C. E. Lambert, General Passenger Agent, 5 Vanberbilt avenue, New York.

THE NEW YORK, LAKE ERIE & WESTERN RAILROAD begins at New York, and heading directly towards Toronto, enters almost at once into a most picturesque region. It traverses the upper end of the Blue Ridge, crosses the Delaware river, follows it, then the valley of the Susquehanna is reached. Passing Elmira, Binghamton, Rochester and Buffalo, it crosses Niagara river and connects with the Grand Trunk Railway for Toronto.

Besides furnishing an elegant means of reaching Toronto through a country unequalled for picturesqueness, this railroad

is a direct route to famous "Chautauqua." There will be a large number of teachers who will want to attend the instruction there, especially the lectures by Col. Parker. There will be a suspension of the lectures at Chautauqua during the meeting at Toronto, so that those who go to Chautauqua, can go to Toronto and return at reduced rates, thus attending both Chautauqua and Toronto. For further particulars address W. C. Rincerson, General Passenger Agent, N. Y., Lake Erie and Western R. R., New York City.

THE ONTARIO & WESTERN RAILWAY begins in New York and traverses the west shore of the beautiful Hudson river as far as Newburg, thence it strikes off into the interior of the state passing along the west side of the Catskill mountains, through some of the most beautiful scenery in the world. On reaching the city of Oswego, it follows the shore of Lake Ontario and crosses Niagara river and connects with the Grand Trunk Railway for Toronto. For further particulars, address J. C. Anderson, General Passenger Agent, Ontario and Western R. R., New York City.

THE Biological Laboratory of the Brooklyn Institute, located at Cold Spring Harbor, L. I., will hold its next session between July 7 and August 28, 1891. A general course in biology, consisting of laboratory study of types of animal life under Prof. Conn, is opened to each student. Lectures and instruction in mounting objects and preparation of microscopic sections will accompany the course. A few students of advanced study and experience will be admitted to an extended course in bacteriological research. The number of students for the season is limited to twenty-five. Tuition fee, \$25. Further details can be obtained of Prof. Franklin W. Hooper, secretary, Brooklyn Institute, or of Professor Herbert W. Conn, Ph. D., Wesleyan University, Middletown, Conn.

THERE are many thousands of teachers and others who are asking, "Where shall we spend the summer?" They want an elevated region, a place with pure air, with picturesque scenery, cool and healthy, and where rates of living are moderate. There are numerous places that answer this description, within four or five hours of New York, to be reached by the Ontario and Western Railway, which traverses the south foot-hills of the famous Catskill mountains after having pierced the Shawangunk mountains at Bloomingburg. Sullivan county is really full of "summer homes,"—Liberty is a notable place. The reader is advised to send to J. C. Anderson, 18 Exchange place, for a book of 150 pages, telling about these summer homes in Sullivan county. But numerous readers of THE JOURNAL will say, "Why, we have been there year after year; it is a lovely country."

A CONCERT given by the Brooklyn Teachers' Aid Association May 21, at the academy of music in that city, was the first public effort made to strengthen their permanent fund. The object of the association is to afford temporary relief to teachers in need. Only \$5,000 is as yet in the treasury. They are caring wholly at present for one teacher who was obliged, through illness, to re-

sign after twenty years' of service, and whose only resource is her membership in this association.

It is to be hoped, for the sake of the generous-hearted teachers who are struggling to be mutually helpful, that it was a financial success, as it evidently was an artistic one.

ON Arbor day it now appears that the majority of the children of this state voted for the rose against the golden-rod. In Brooklyn, 70,969 votes were cast of which the golden-rod received 35,995, thus leading its rival by 1,021 votes. The two flowers had a close race throughout the state.

THE Brooklyn board of education doesn't take kindly to industrial education. A resolution authorizing the organization of a manual training school open to pupils of both sexes was tabled. The plan provided for the teaching of drawing, sewing, cooking, joining, wood-turning and carving, pattern making, and cast and wrought iron working. The world moves, notwithstanding.

NEW YORK CITY.

THE appointment of Dr. Henry M. Leipziger as assistant superintendent of public schools in New York city, must be considered a most excellent one. The able manner in which he has conducted the Hebrew Technical Institute of this city, early attracted public notice; the unusual skill employed there will now be at the service of the public schools. Dr. Leipziger is well-known to the educational public as possessing more than ordinary enlightenment concerning the advanced methods of teaching. His familiarity with the principles and practice of manual training, which has become a fixed part of the public school system of the city, makes his selection a most fitting one.

AT the graduating exercises of pupils of the Workingman's school, President Hunt, of the board of education, showed his cordial sympathy with the methods of the

school. He declared there was need of a curriculum including more biology and less arithmetic. He regarded the Workingman's school not only as a notable experimental station, but as doing a good work in pointing out the best methods.

SUMMER SCHOOLS.

- National Summer School, Glens Falls, N. Y., July 21, three weeks.
- Martha's Vineyard Summer Institute, begins July 13.
- Amherst Summer School, July 7-August 10.
- Western Summer School of Kindergarten and Primary Methods, La Porte, Ind. Courses begin June 15 and 29.
- Alfred Hall Summer School of English, French, and German, Prudence Island, R. I.
- National School of Elocution and Oratory, Thousand Island Park, N. Y. July 6-August 14.
- Indiana Summer School of Methods, Indiana, Pa. July 3, three weeks.
- Summer School of Languages, Asbury Park, N. J., and Chicago, Ill.
- C. E. Holt's Normal Music School, Lexington, Mass., August 4-20.
- Mt. Nebo Summer School, Mt. Nebo, Ark.
- Chautauqua Summer School of Methods, Pacific Grove, Cal., June 24-July 7. Supt. W. S. Monroe, Manager.
- Boston School of Oratory. Summer session of five weeks opens July 6. Prin. Moses True Brown, 7 A Beacon St.
- Harvard University Summer School. Address Secretary Harvard University, Cambridge, Mass.
- Marine Biological Laboratory, Wood's Holl, July 8-Aug. 26. Address H. C. Bumpus, Wood's Holl, Mass.
- Ontario School of Oratory and Elocution, Grimsby Park, Ontario, July 6 to Aug. 15.
- Callanan Summer School of Methods, Des Moines, Iowa, July 6-11. Address C. W. Martin, Des Moines, Iowa.
- Sea Side Summer Normal, Corpus Christi, Tex. Four weeks in July. Address Prof. J. E. Rodgers, Dallas, Tex.
- Lake Minnetonka Summer School, Excelsior, Minn., July 7, continuing 4 weeks. H. B. McConnell, director, Excelsior, Minn.
- Peabody State Normal Institute, Troy, Alabama, August 7, five weeks.
- Biological Laboratory, Cold Spring Harbor, L. I. Season of 1891.
- North Carolina Teacher's Assembly. Morehead City, June 15-30.

The Last Tour of the Season to Washington, D. C.

The last tour in the series of those run under the personally-conducted tourist system of the Pennsylvania Railroad to Washington, D. C., will leave New York June 11. The success of the preceding ones has been very gratifying, each tour carrying its full quota. The very low rate of \$12.50 includes railway fare and transportation in special train, dinner at Philadelphia going and supper returning, and includes hotel accommodations during the stay in Washington. This last tour bids fair to outrival in number the others, and application for space should be made at once to any Pennsylvania Railroad ticket office. The tour leave Thursday, and returns the Saturday following.

BOOK DEPARTMENT.

NEW BOOKS.

THE CENTURY DICTIONARY: AN ENCYCLOPÆDIC LEXICON OF THE ENGLISH LANGUAGE. Prepared under the superintendence of William Dwight Whitney, Ph.D., LL.D., professor of comparative philology and Sanscrit in Yale university. Volume V. New York: The Century Co. 1218 pp.

This is the fifth volume of this great work. The publishers expect to complete it in the autumn by the issue of the sixth volume. The total number of pages, including the present volume, is 6,000; the work is brought down to *Stro*—and the words defined now number about 185,000. No special effort has been made, however, to swell the number, although it would have been easy to increase it many thousands by admitting self-explaining derivatives. Transitive and intransitive uses of the same verb, and substantive and adjective uses of the same word, are counted but once. The work is different from all others from the fact that it is not only a dictionary, but a cyclopedia. The animal kingdom, the mineral kingdom, the plant kingdom, art, science, literature, invention—all are described in the most compact manner possible, by famous specialists in the various lines of investigation. The highest skill of the artist has been called in to delineate thousands of objects. What would often require a long description in words is taken in at a glance by means of a picture. And such pictures as the Century gives us! Imagine the skill necessary to represent accurately the fur of an animal, the minute parts of a plant, a fine piece of lace, or the many other things found in these books! In the household they will be not only a mine of information, but will furnish continual lessons in art. What a boon to have in the home a work that will satisfactorily answer questions in anatomy, that will tell how porcelain is made and what science has to say of the microbe and the bacillus, that will describe the parts of a ship, that will describe a game, and give the latest information in regard to the electric light and the phonograph! It is unnecessary to say how useful the Century Dictionary will prove to the business man, the teacher, the physician, the clergyman, the journalist, the musician, or others who wish accurate special or technical information. There are many points, of course, that cannot be given in a review like this. Those who wish to know more about the work should address the publishers.

GREEK FOR BEGINNERS. By Edward G. Coy, M. A., professor of Greek in Phillips academy. New York, Cincinnati, and Chicago: American Book Company. 152 pp. \$1.00.

This book is in a certain sense a revised edition of "Coy's Mayor," but the changes have been so extensive that it was thought advisable to drop Prof. Mayor's name from the title page. The distinctive features claimed for it are (1) in its building up a boy's knowledge of Greek upon the foundation of his knowledge of English and Latin; (2) in the fact that no Greek words have been used in the earlier part of the book except such as have connections in English or Latin. The idea has been to help the children as much as possible through their difficulties in learning Greek and give them a foretaste into the rewards that will fall to them after they have mastered the rudiments of the language. Exercises giving easy sentences to be translated from Greek into English and from English into Greek, the necessary vocabularies, and a few simple rules, constitute the main features of the lessons, which happily do not overburden the learner with too many things. Some valuable hints to teacher and pupil are found in the appendix.

NATIVE TREES: A STUDY FOR SCHOOL AND HOME. By Prin. L. W. Russell of Providence. Boston: New England Publishing Co. 66 pp.

For the general reader the scientific descriptions of trees in botanies are too technical and contain too many hard names. The beginner needs something more simple. Mr. Russell has endeavored to furnish it. He has described in common language the most common trees in our latitude including the maples, the birches, and the oaks. The book has several full-page illustrations made from photographs. In encouraging pupils to observe and study trees, teachers will unquestionably find this little book of great assistance.

A SOUND ENGLISH PRIMER. By Augustine Knoflach. New York: Sold for the author, by G. E. Stechert. 68 pp.

Those who have mastered the intricacies of English orthography and orthoepy, even if they do remember some of their trials, can have no idea of the difficulties encountered by some children and foreigners in learning written language. Mr. Knoflach sets forth the elements of sound spelling, in his primer, and mentions the fact that a six-year-old child learned to read by means of his system in three weeks. The most advanced educators and scientists admit that a vast amount of

confusion would be avoided if every sound was represented by a distinct character, but custom forbids. In like manner there are many things in politics, society, and religion that the world could very well do without, but the conservatives hold to them. Reform in spelling, like other reforms, must come gradually. The trouble with most of the reformers is that they are too radical. Mr. Knoflach's system, as showing what might be done in the way of reform, merits consideration.

DRINKING-WATER AND ICE SUPPLIES AND THEIR RELATIONS TO HEALTH AND DISEASE. By T. Mitchell Prudden, M. D. New York and London: G. P. Putnam's Sons. 148 pp. 95 cents.

As a rule, people do not consider how much their health depends on the water they drink. In the country the water question is an important one, but in towns and large cities, it is one that cannot be overlooked. Dr. Prudden has done a service to humanity by putting in so condensed and readable a shape all the latest facts bearing on the subject. The topics he treats include glimpses of a world's workshop, the earth's stock of water, hidden water, kinds of water, a study of the living earth, some water impurities, some ways of getting water, artificial water purification, artificial ice, etc. Among the illustrations are those showing underground water-veins, driven wells, and artesian wells. Those living either in city or country may obtain suggestions from this book that will save them from much disease and consequent suffering.

SIX CENTURIES OF WORK AND WAGES. By J. E. Thorold Rogers. New York: The Humboldt Publishing Co. 160 pp. Paper, 25 cents.

There are plenty of books on social and political topics, but the trouble with most of them is they are written to bolster up some theory, and hence are unreliable. The man who, like the author, undertakes to write a book with a certain idea in his mind, and is converted to its opposite has a great advantage, for he proves that his desire is to reach the truth. Prof. Rogers had records within his reach whereby he could tell with absolute certainty the wages and the cost of living from the thirteenth to the nineteenth century. It is a most instructive record, showing the systematic oppression of the laborer by the upper classes. The laws in regard to wages, the poor laws, the corn laws, the debasement of the currency by the Tudors, and other iniquitous acts, made the farmer's and the artisan's life a hard one, and are in great part responsible for "The Darkest England" of to-day. The book is the first number of the "Social Science Library."

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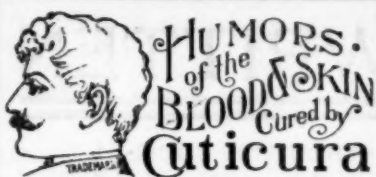
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